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ABSTRACT

This document provides information on how internal or external facilitators can support early intervention teams in promoting meaningful change in their communities. The information presented is derived from a federally funded project that provided training and technical assistance to local early intervention interagency teams. The project's purpose was to facilitate the establishment of local collaborative teams to work on challenges associated with putting in place a long-term vision for systems change to achieve inclusive, quality, comprehensive early care and education services to young children birth through 5 (or up to age 8) and their families. The project provided a facilitator to work with local community teams for approximately six sessions, after which, it was hoped, the team would be self-sustaining. The paper begins with an overview of evidence-based change and team development theories. It then provides a description of a model for facilitation through five developmental stages of change: (1) current context; (2) change initiation; (3) growing competence, confidence, and commitment to change; (4) full change implementation; and (5) desired change now current context. In the descriptions of these five developmental levels, reference is made to various activities that the facilitator can use with the team. (Contains 10 references.) (CR)

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The Collaborative Planning Project

Developmental Facilitation: Helping Teams Promote Systems Change

Collaborative Planning Project for Planning Comprehensive Early Childhood Systems

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April 2001

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Developmental Facilitation: Helping Teams Promote Systems Change

Collaborative Planning Project for Planning Comprehensive Early Childhood Systems
Peggy Hayden, Linda Frederick, Barbara J. Smith and Alison Broudy
April 2001

The Collaborative Planning Project (CPP) for Comprehensive Early Childhood Systems was a federally funded outreach project based at the Center for Collaborative Educational Leadership, University of Colorado-Denver. Funded through the Individual with Disabilities Education Act, the project provided training and technical assistance (TA) to local interagency teams to do collaborative planning at the community systems level. The project's purpose was to facilitate the establishment of local collaborative teams to work on one or more mutually agreed upon challenges associated with putting in place a long term vision for systems change to achieve inclusive, quality, comprehensive early care and education services to young children birth through 5 (or up to age 8) and their families. The project provided a facilitator to work with local community teams for approximately six sessions, after which, it was hoped that the team would be self-sustaining, having: (1) organized as a team; (2) accomplished at least one concrete task; and (3) put in place a team structure and a written plan for further collaborations (Hayden, Smith, Rapport, and Frederick, 1999).

Implementation of the CPP model yielded learnings related to how internal or external facilitators can support teams in promoting meaningful change in their communities. These learnings are presented in this paper as a model for developmental facilitation. The paper is organized as follows:

1. an overview of evidence-based change and team development theories related to this topic and
2. a description of a model for facilitation through five developmental stages of change: (a) current context, (b) change initiation, (c) growing competence, confidence & commitment to the change, (d) full change implementation, and (e) desired change now current context. In the descriptions of these five developmental levels, reference is made to various activities that the facilitator can use with the team. Many of these

activities can be found in another paper produced by this project, *Tasks, tips, and tools for promoting collaborative community teams* (Hayden, Smith, Frederick, and Broudy 2001).

Overview of Evidence-Based Change and Team Development Theories

Systems change is a process of moving through various developmental stages. It is not an isolated event. Movement through these stages necessitates changes not only in the system but also in the agencies and individuals that compose the system. It also requires various levels of intervention strategies used by individuals who serve as system change facilitators (Fullan, 1993; Fullan, 1990; Senge, 1990; Fay and Doyle, 1982; Hall, Wallace and Dossett, 1973).

Change Process: Peter Senge (1990) depicts the change process as movement through various developmental stages beginning with an assessment of the current context and a determination of a vision for the desired change (how the current context will be changed at some point in the future). As systems and people begin to change, they experience "creative tension" which results in conflicting feelings of wanting to go back to the "old ways" of what was the "current context" as well as motivation to move on toward the vision. Success is reached when the vision for the desired change is achieved. This results in the desired change becoming the new current context, that is, a point for reassessment and creation of a new vision. Moving from the "current context" to the "vision of the desired change" necessitates having (1) a clear sense of direction or vision, (2) strategies to ensure that teams and individuals have/acquire the necessary skills, incentives and resources needed to implement the change, and (3) an action plan identifying activities, timelines and persons responsible for moving from the current context to achieving the vision (Ambrose, 1987).

Team Behaviors and Individual Team Member Impact: People working together to affect change also go through changes themselves, both collectively and individually. (Sparks, 1994). Collectively, teams demonstrate various behaviors as they evolve: forming, storming, norming, performing and transforming (Fay and Doyle, 1982). According to the "Concerns-Based Adoption Model" (C-BAM), individuals on these teams also go through

various levels of concern (motivation), decision (about what to do) and behaviors (based on their concerns and decisions) (Hall, Wallace and Dossett, 1973).

Facilitator Roles and Tasks: Because of these various developmental stages in the change process itself and the involved teams and individuals, persons in the role of system change facilitator must adapt accordingly rather than use a single approach. The facilitator's role begins as director and foundation builder as the team is forming when the team is assessing its current context. The facilitator's role shifts to that of capacity builder, referee and nominalizer as the team is storming when the team initiates the change process and determines its direction/vision. The team must then develop a plan and initiate implementation. This is referred to as forming during which the facilitator is task manager, coach and supporter. When the team is performing the desired change, the facilitator helps sustain this change by serving as delegator and process advisor and cheerleader for the team's accomplishments. Full change implementation results in the "desired change" becoming the "new" current context. The facilitator then assumes the role of analyst and synthesizer assisting the team in reflection as it transforms itself.

Figure 1 presents a "Developmental Facilitation Model" which depicts an integration of these various change and team development theories. The remaining sections of this paper explore each of the five developmental stages of the change process depicted in Figure 1 including the accompanying team behaviors, individual team member impact and facilitator roles and tasks. It is important to note from the outset that these are "general stages" of evolution and there is no guarantee that a particular team will successfully go through all five developmental stages. A variety of variables can cause the team to stall or stop completely in an early stage. Moreover, even teams at a "higher" stage (e.g., norming or performing) can revert to an earlier stage of team development. This may be due to factors such as: turnover in team membership (in which they may need to re-form and re-storm in order to re-norm); inadequacy of training, incentives or resources necessary for making the change work; too many changes being imposed at one time, etc. Finally, there is no set period of time allocated to each of these developmental stages. This varies from team

to team. With these caveats, this Developmental Facilitation Model is intended to provide facilitators with useful information and strategies to support teams and individuals engage in successful systems change.

Figure 1

Developmental Facilitation Model
How Facilitators Can Support Teams & Individuals in the Change Process

DEVELOPMENTAL LEVEL RE: THE CHANGE PROCESS	CURRENT CONTEXT	CHANGE INITIATION: COMPLIANCE WITH LOSS OF SECURITY & SENSE OF COMPETENCE	GROWING COMPETENCE, CONFIDENCE & COMMITMENT	FULL IMPLEMENTATION OF DESIRED CHANGE	DESIRED CHANGE ACHIEVED - NOW CURRENT CONTEXT
TEAM BEHAVIORS	• Forming • Reactive	• Storming • Authoritarian	• Norming • Social / Casual	• Performing • Effective Teamwork	• Transforming • Reflecting, refocusing, self-starting
INDIVIDUAL TEAM MEMBERS IMPACT (C-BAM STAGE)	• Needs information	• Wonders "what's in it for me?"	• Implements change mechanically & superficially	• Implements change routinely, evaluating outcomes & networking	• Seeks ways to improve or replace practice to be even better
FACILITATOR ROLE	• Director • Foundation Builder	• Capacity Builder • Referee • Nominalizer	• Task Manager, • Coach • Supporter	• Delegator • Process Advisor • Cheerleader	• Analyst • Synthesizer
FACILITATOR TASKS	• Create awareness • Orient to task • Organize	• Share divergent ideas on direction to develop mutual understanding & work toward a shared vision & plan	• Implement plans with supports • Collect & analyze data	• Implement plans with supports • Track outcomes & impact on context • Celebrate	• Reflect on & evaluate strategies used re: applying learnings to "new" reality - so future can be built on past successes

Peggy Hayden, 2001

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Developmental State 1: Current Context

Change Process: This is the beginning of the change process. Some force, internal or external, has resulted in one or more people determining that the way things are now (the current reality) needs to be different. A team of people is assembled to begin the process of collaborating toward a common end. Initial steps require that they become familiar with the task and with each other.

Team Behaviors: During this developmental stage, the team is "forming". Team members need to learn about the team's purpose, what task(s) are before them. They need help in getting organized. They are cautious as they "test the waters" in approaching this "new" endeavor. Even if they know each other in other ways, when a team is being formed, members must get to know each other in the context of the task at hand and as fellow team members. This requires spending time together over time. People are talking however, full and effective communication is not taking place. This is due in part to people initially having a "me" rather than a "we" mentality. It is also due to their needing to spend some time becoming aware of the task before them, how this is going to impact them and how they are going to work together as a team. This awareness building will become the foundation on which true understanding and effective communication will occur.

Individual Team Member Impact: During this developmental stage, individual team members have agreed to meet together as a team, but they are a team in name only. Individuals need to become aware of the task at hand, the current context, who will be involved and how they will work together. Individual member commitment is likely to be "in concept" and in "seeing where this might go". They need information at this stage. True commitment or buy-in will not come until later stages when the nature of the collaboration is more specifically articulated and team members have gained confidence that they can work together productively. Just like the change process itself, buy-in is a process, not an event.

Facilitator Role and Tasks: The facilitator's role begins as director and foundation builder during this stage of the development, helping the team with the following:

1. *Getting Acquainted With Each Other*: Assist them in getting to know each

other, both as agencies and as individuals. As agencies, the facilitator can help them learn more about each other by filling out agency information sheets with key data: agency contact person, services, service schedule, eligibility, number and types of people served, location(s), things about which they are most proud, issues on which they would find collaboration to be a helpful tool, etc. As individuals, the facilitator can help them "break the ice" by using one or more "get acquainted" activities.

2. *Getting Acquainted With Their Task:* Provide them with information on why they have been called together, helping them assess their current context and establish a basic direction. The following is a helpful activity for this. Have the team assess their community's early care and education system related to its Strengths, Weaknesses, Opportunities and Threats (SWOTs). This assessment is an identification of internal issues or strengths and weaknesses, such as perspectives of staff and consumers; existing mandates, policies and procedures; demographic information; recent successes and challenges; data on services; staffing patterns. The assessment also examines external issues or opportunities and threats, such as potential funding sources; new mandates; competition; increased demand for services / waiting lists. Assessing the current context helps team members see where they have common ground. Using this as a foundation, the facilitator can help the team identify one or more issues that will be their initial team focus, issues that would benefit them as individual agencies / constituencies as well as benefiting the community as a whole.
3. *Developing a Structure for Collaboration*:

- *Team Member Role Clarification:* It may be premature to ask them to appoint a chair or leader early on before they have clear direction as a team and before they have really worked through team dynamics. Instead, it is suggested that they start with a "*convenor*" who will be responsible for meeting logistics. Someone else should be appointed to serve as a facilitator (this can be an internal team member or someone external to the team). The *facilitator* leads team meetings in a way that is

perceived to be fair, helping the team stay focused, and supporting the building of relationships needed for effective work. A *recorder* takes minutes and disseminates them to the team within 1-2 weeks of the meeting. A *timekeeper* keeps track of time allotments on each meeting's agenda and reminds the team of time remaining for each agenda item so that the team can complete items in a timely manner or adjust agenda as needed.

- *Membership Solidification:* Determination also needs to be made regarding who needs to be regular team members vs. ad hoc or consultative members. It is suggested a "core" team be established, keeping the size manageable with 5 to 9 members, no more than 12. Core members have an immediate stake in the team and the time and expertise required to help the team accomplish its tasks. Others with a more secondary interest or with time limitations can then be involved via attending periodic meetings at which their interest is discussed or via having a core team member solicit their input on relevant issues through personal contact or survey.
- *Ground Rules Establishment*: Have the team decide how they want to address issues such as: team dynamics (people-to-people issues); rules for operating an effective meeting; meeting logistics of how often they will meet and at what times (regular monthly meetings are recommended); where they will meet (all in one location or rotating among agencies represented on the team); team member expectations; absentees; and how they will make decisions, including dealing with the chains of command of the agencies represented on the team.
- *Running Effective Meetings:* The facilitator can provide "meeting embedded" professional development to the team on this issue by modeling good meeting behavior or by stopping periodically throughout the meeting to debrief on meeting process techniques. In so doing, the facilitator can underscore the importance of such issues as having an agenda, staying focused and on task in meetings, and having minutes to summarize discussion and decisions and to clearly define next steps. Team members can learn a variety of meeting facilitation techniques by experiencing activities such as visioning; assessing

community strengths, weaknesses, opportunities and threats (SWOTs); or developing written action plans. After such activities, the team can debrief on how the particular technique could be used for carrying out other team tasks, e.g., how a particularly technique for generating SWOTs could also be used for brainstorming ideas. The facilitator can also reinforce how to do active listening by example and instruction and use facilitation strategies that encourage positive team effectiveness and interactions.

Developmental Stage 2: Change Initiation with Compliance and a Loss of Security and Sense of Competence

Change Process: Once the team's foundation is built, it begins the process of change initiation. This starts with helping the team determine its direction by way of articulating its vision and an action plan related to the issue(s) the team identified as its focus. Once the vision and action plan are in place, implementation begins. As the team starts to implement its plan, members will be asked to do things the "new way" described in the plan. In so doing, they will likely experience what Senge refers to as "creative tension", that is, conflicting feelings of both wanting to go back to the "old ways" of how things have always been done and being motivated to do "new" things that will move them toward their vision. In short, the "current reality" pulls them backwards and the vision pulls them forward. The more progress they make toward the vision, the more they will buy-in to seeing that vision become a reality.

Team Behaviors: Most teams will go through a period of "storming" for a number of reasons. First, team members frequently start with overly ambitious expectations about the team's vision and action plan. They are likely to exchange divergent perspectives about team direction. Thus, the facilitator will have to help them find common ground around doable goals. Problem solving and brainstorming can be productive exercises but also run the risk in this stage of being opportunities for conflicts and blaming. Members may become polarized, competitive, and confrontational with less concern for team relationships and more concern for personal or agency-specific needs. As a result of these interchanges, a "pecking order" may

emerge. To some degree, this is a natural evolution of team leadership. However, the facilitator should also seek to nominalize the group as much as possible so that all members feel they have "equal" value on the team even though their respective agency roles or authority may not be the same. Although some work is actually accomplished during this stage (establishing a vision and action plan on paper and initiating plan implementation), members may become impatient with no real "results" early on.

Individual Team Member Impact: Individuals are preoccupied with how this collaboration will impact their current workload. They may struggle to balance team interests and self-interest. They are wondering things such as, "what's in it for me", "do I have time for this", "is it worth it", "do I have the knowledge and skills necessary to do this" or "it was easier the way we used to do it". They are also concerned about doing the new things they are being asked to do in order to produce the desired change. They may be unsure if they or their agencies are capable of carrying out the desired change. They may express resentment over what they feel is compromising their own autonomy for the common good or team decisions. This may manifest itself in team discussions that are one-way communications. As they begin to implement the change, it may appear that they are "only going through the motions" of complying with "letter" of the team decisions but not the full intent.

Facilitator Role and Tasks: The facilitator's role shifts to that of capacity builder, referee and nominalizer, helping the team with the following:

1. *Establishing a Shared Vision:* After the team has assessed its current context of "how things are", the facilitator helps the team articulate a vision which (1) describes what we would like things to be like at some point in the future (usually three to five years); (2) builds on the past and present but does not simply extend it; (3) is concrete and reasonably attainable, including doing some new things and taking some risks; and (4) is uplifting, compelling people to action. It is essential that all team members agree to this vision as it will be the focal point for their work.
2. *Seeing "What's in it for Me AND Us":* The facilitator will need to help team

members develop buy-in that will result in their committing time and energy to team efforts. Frequently, people working with teams complain about team members having "personal agendas". This is not a reason for criticism. It is just a reality. Most people look out for their own interests. In fact, it is those constituent-specific interests that members have a duty to represent on the team. What the facilitator can do is help the team identify common ground among those personal agendas, so that the team's efforts will meet both individual and collective interests. In the long term, the group will progress faster if team members are encouraged to air their hopes and concerns and identify how the team's direction relates to them and their constituencies.

3. *Developing an Action Plan:* With the vision in place, the facilitator helps the team identify and prioritize challenges that the team must address in order to achieve its vision. In priority setting, the facilitator should first have the team establish the criteria they will use in making decisions about their choices, e.g., (a) is it consistent with our vision; (b) can we afford it; (c) do we have the time and expertise needed to do this; (d) is the timing right for us to pursue this; (e) will it meet individual and collective needs of the team. These challenges are then translated into objectives for action planning. Common action plan components include: (a) objectives to move the team toward the vision; (b) strategy(ies) to address each objective; (c) action steps to achieve the strategy; and (d) for each action step, person responsible, resources needed, and timeline. For example, the challenge might relate to people not knowing how to implement recommended practices. The objective(s) would identify what we want people to know, have or be able to do. The strategies articulate the overall approach, such as (1) in-service training, (2) job-embedded professional development, (3) coaching and (4) study groups. Then action steps list step-by-step what will be done to design, implement and evaluate each of these four strategies along with who will do it, with what resources and when.
4. *Developing Skills, Incentives and Resources to Implement Change:* Action plans don't perform. People do. Therefore, the team should take steps to

ensure that the people implementing the action plans have the knowledge, skills, motivation and resources to do so. The facilitator should coach the team, supporting them in considering in their action plans not only "what needs to be done" but also the needs of the people who will be implementing the action plan. These needs might include professional development in the form of training, job-embedded professional development, a study group, assigning a mentor and other such steps to ensure people have the knowledge and skills needed to implement the plans. Without these, they will be less likely to embrace the change, because they will be concerned about their level of competence in doing this "new" thing. This concern for competence may erode their confidence in themselves and their support for the change initiative all together. Incentives should also be provided to support change implementation. Incentives may include strategies such as the opportunity to attend training, release time, financial incentives, professional development credits, recognition within one's agency or on a community level. Finally, implementers must also have the resources needed to implement the desired change. Depending on what that change is, resources could be instructional materials, funding for a project, technology, forms, etc.

5. *Anticipating disagreement and desire to "go back":* The facilitator can help the team by anticipating that storming will likely occur. It may be helpful to explain to the team when it is being formed about the different stages of team development. Then, as they enter a particular stage, call it to their attention. In other words, "they may be storming, but at least, that is "developmentally appropriate". This will help them feel less like they are the only team that has ever experienced this. If they become negative with remarks like, "yes, but", "I don't have time for this" or "it can't work", ask "why", and then ask "what would work". Support team members in establishing reasonable tasks that are meaningful to them and that they have the time and expertise to accomplish.
6. *Using effective team interpersonal dynamics:* The facilitator can support the team in developing active listening skills by suggesting these as part of the team's

ground rules, having the team practice these skills, and modeling active listening for the team on an ongoing basis. Throughout team interchanges, it is critical that the facilitator honor all members and show no favoritism to one over another.

7. *Developing Win-Win Solutions:* The facilitator can help nominalize the team by helping it focus on issues and not positions. A position presents only one way in which a problem can be resolved, e.g., "we think this child should be placed in this particular classroom with this particular teacher". An issue oriented approach identifies key characteristics of what the team is trying to achieve, giving them room within which to negotiate, e.g., "we think that this child should receive services in a setting that has these characteristics...." Win-win solutions address legitimate interests of all members to the extent possible in a way that resolves conflict fairly, that takes common interests into consideration and that is durable (Fisher and Ury, 1981).
8. *Thinking Big and Start Small:* The facilitator should help the team set realistic goals within a more comprehensive community vision. Thinking big helps them cultivate a "systems" perspective and see how the change that they are addressing fits into the big picture. However, when implementation begins, the big picture can seem too abstract and overwhelming for many people - "we'll never be able to do that"! With the big picture in mind, have the group select something concrete on which to work that will give them a quick and public victory (Fullan, 1993). Many teams choose a task such as compiling a service directory as an initial activity. While the authors of this paper don't intend to infer that all collaborative teams need to develop a directory, it serves as an example of a task that helps teams in their early stages feel a sense of accomplishment and, thus, motivates them to continue collaboration. A task similar to creating a service directory is beneficial because: (a) it helps them learn about each other; (b) it is low risk and low cost; (c) it results in a concrete product/evidence of collaboration that does not take an undue amount of time to produce; (d) it is something they can use immediately as a resource with staff and families; and (e)

the act of doing it builds their capacity to work together and provides them with information on their current capacities which can serve as a means of needs assessment.

Developmental Stage 3: Growing competence, confidence & commitment to the change

Change Process: Change implementation necessitates that the team has in place a vehicle for tracking the implementation of their action plan. As mentioned earlier, action planning should include supports for skill development, incentives and resources needed to implement the change. They need these supports to carry out the change and to sustain them through a fairly typical period of "implementation dip" when the newness of the change diminishes and team members have to deal with the day-to-day implementation of the change.

Team Behaviors: During this developmental stage, the team is "norming". An outgrowth of successfully negotiating the "storming" is that team members now have mutual trust and skills for sharing and problem solving. They are working as a cohesive group in accordance with their roles and ground rules, revising these as needed in light of changing circumstances. Often, it is in this stage that team leaders clearly emerge and a chair or co-chair can be named to serve for a period of time (typically one year). The team proceeds with plan implementation and begins to see results of their collaboration.

Individual Team Member Impact: At this stage, individuals have initiated the change. Because this change requires them to do things differently, they are operating at a more superficial or mechanical level. The change is dominated by their need to fit it in to their existing routine. Because it is a new activity, it generally takes extra time for materials preparation, reviewing instructions, working in new ways. Individuals need feedback and support to fully establish this new activity as a "habit" which can be performed more naturally with confidence and competence.

Facilitator Role and Tasks: This is a stage during which the team will be working well together and will want to socialize. Socialization is good to a point to reinforce positive relationships. However, it also places the facilitator in the role of needing to be task manager, coach and supporter.

1. *Building their Capacity to Work Together as a Team in Monitoring and Evaluating the Change:* Ask the team to review their action plans at each meeting to assess if they have accomplished what they set out to do and, if feasible, what impact plan implementation is having in moving them toward their vision. Help them see progress even in small steps to maintain momentum and move forward, boosting their competence and confidence. A key incentive for maintaining momentum is feedback on the positive performance and impact of the change on children, families and/or relations with other agencies. The facilitator can help the team develop practical tools for data flow and analysis.
2. *Maintaining Team Minutes:* From the very beginning of the team's work together, each meeting should include minutes that summarize (a) participants, (b) expected outcomes for the meeting, (c) a summary of discussion and decisions, (d) next steps, and (e) a communication plan. The next steps should specify who on the team will be responsible for follow-through. Each meeting should begin with a review of follow-through in relation to these next steps. This will promote team accountability. It will also help them have a sense of accomplishments.
3. *Documenting Team Decisions:* This can be done through (a) developing written collaborative agreements, (b) incorporating team decisions into individual agency policies and procedures, (c) adopting common forms, (d) maintaining minutes, (e) using team memos and newsletters, and (f) developing team products such as a community brochure, skill hierarchy to facilitate transition, etc.
4. *Addressing Professional Development and Related Needs:* As mentioned in the previous section, action planning should include not only plans for implementing the change itself but also plans to ensure staff have the skills, incentives and resources needed to implement the change. All too frequently, such supports are provided only at the beginning of change implementation through initial training or initial resource allocation. To ensure effective change, the facilitator should help the team put in place on-going supports to help staff move from gaining a basic awareness of the change to acquiring more knowledge about it to

skill development and having a chance to practice the change in the actual job context with appropriate and timely feedback. Mastery occurs only over time and with supports. These supports result in the evolution of staff competence, confidence and commitment to the change.

Developmental Stage 4: Full Implementation of Desired Change

Change Process: Success is reached when the vision for the desired change is achieved or at least when primary action plans directed at that vision are implemented to the extent that there has been a substantial change in the current context.

Team Behaviors: The team is now "performing". Team members have clarity regarding their task, their relationships with each other and how to work successfully as a collaborative team. Through working successfully together, they have developed a high level of commitment to the team, even to the point where they are willing to make individual changes for team benefit. The team is operative in a creative and synergistic way, accomplishing much work. They deserve recognition for their accomplishments and a chance to celebrate.

Individual Team Member Impact: At this developmental stage, individuals have incorporated the change into their routine. Because they are now comfortable with the task, they are now wondering if the change is doing any good. They are also interested in networking with others for information sharing and problem solving. They continue to need feedback not only on their performance but also on the impact that the change is having on others, e.g. children, families and/or relations with other agencies. In short, are the things that people are doing taking us toward our vision?

Facilitator Role and Tasks: When the team is performing the desired change, the facilitator supports sustaining this change by serving as delegator, process advisor and cheerleader through the following:

1. *Promoting Their Ability to Reflect on their Teamwork:* It is beneficial to end each meeting by having the team evaluate the session. Frequently, this ends up being an evaluation of the facilitator. Instead, the facilitator should help the team learn to evaluate itself related to how it is working together. One method for doing so is to review the degree to which the team is adhering to

its ground rules. Another option is to ask the team to identify Pluses and Wishes, that is, what contributed to making this a successful meeting (pluses) and what do we wish we'd done differently (wishes). The facilitator should also encourage the team to formally reflect on its activities on a periodic basis.

2. *Tracking Plan Implementation, Monitoring and Evaluation*: During this stage, they will continue to monitor and evaluate plan implementation and impact. It is important that this be more than reporting. That is, the facilitator should guide the team in sharing ideas and timely problem solving that can lead to improved practices and continuity across agencies. Such sharing is also important in order to deepen team members' understanding about the changes they are causing and the change process itself.
3. *Celebrating Accomplishments:* The team should also take time to celebrate accomplishments. This can be done informally at each meeting. However, having a special treat or event to celebrate a major accomplishment is helpful. This sense of efficacy will reinforce them to continue their efforts. It reinforces not only their actual accomplishments and teamwork and contributes to "team spirit".
4. *Sustaining Team Growth:* By this point, if the facilitator is an external facilitator, it is a time when the external facilitator can exit the collaborative planning process. In doing so, the facilitator should take steps to ensure that the team has a structure in place to sustain them with continued plan implementation, monitoring and evaluation. Hopefully, as a result of activities in which they have engaged up to this point, the facilitator will have supported them in building team capacity so that they are equal to the task.

Developmental Stage 5: Desired Change Is Now Current Context

Change Process: When the desired change is achieved, it becomes the new current context, that is, a point for reassessment and creation of a new vision.

Team Behaviors: The team has a real sense of accomplishment. The desired change is in place. Now that its "task" is done, the team needs to decide whether or not it needs to continue to exist.

Individual Team Member Impact: The new practices are well established and individuals will likely continue to seek ways to improve or even replace these practices with even more effective practices.

Facilitator Role and Tasks: When the desired change becomes the "new" current context, the facilitator can serve as an analyst and synthesizer to assist the team in "transforming".

1. *Providing Closure:* Confirm that the task has been completed. Support the team in reflecting on learnings about the team. The team should consider both how it has worked as a team as well as what it has accomplished. These learnings can serve as the basis for planning next steps, if any.
2. *Determining Next Steps:* Help the team determine if there are remaining priorities that they would like to address together. If not, end the team. Continuing on without a clear commitment and focus will result in team meetings becoming a waste of time. If there are priorities that the team wants to pursue together, the team should then proceed to transforming.
3. *Transforming the Team:* In effect, the team returns to Developmental Stage 1. The team should reassess the current context and set its focus. It then determines what people or agencies need to be represented in addressing this new focus. It may be that the former team membership is not a good fit for the new task. If this is the case, provide a graceful way for these members to exit prior to moving on. Then continue with the steps as outlined in this paper.

Summary

This paper has provided a model for developmental facilitation based on learnings from the experiences of the Collaborative Planning Project (CPP) for Comprehensive Early Childhood Systems. It is hoped that these learnings will assist others in working with local collaborative teams that are striving to put in place inclusive, quality, comprehensive early care and education services to young children and their families.

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